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ABSTRACT

A study was conducted to identify strategies for obtaining financial support from business and industry for community college vocational programs. The study sample was drawn from colleges which had reported success in securing funds during a 1982 California statewide vocational education study. Critical incident data collected during telephone interviews with college personnel and company representatives were analyzed to identify strategies which result in successful solicitation of funds from business and industry. Study findings included the following: (1) most support for college programs resulted from long-term relationships with the donor business or industry; (2) successful colleges carefully chose community advisory committee members who would be in the best position to aid the program and provide an informal network of communication with local businesses; (3) successful programs were characterized by an active faculty who were eager to work with business and industry, local and statewide publicity efforts, and a "pro-business" attitude; (4) proper recognition of donors, follow-up of vocational program graduates, staff participation in community activities, and extensive knowledge of companies targeted as donors were also considered important to program success; and (5) many hours of staff time were needed to ensure program success. The interview schedule is appended. (LAL)

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Management Report

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SECURING BUSINESS AND INDUSTRY SUPPORT FOR COMMUNITY COLLEGES

A FOLLOW-UP STUDY
ON THE
CALIFORNIA ASSOCIATION OF COMMUNITY COLLEGES
COMMISSION ON VOCATIONAL EDUCATION
1980 STATEWIDE VOCATIONAL EDUCATION STUDY

JC 840 623

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FOREWORD

Because it was important, for example, to find out how many colleges had vocational programs which were operating below "state-of-art," a quantitative research method was used for the **1982 Statewide Vocational Education Study.** Structured questionnaires were mailed to all California public community colleges; then, alternative answers to specific questions were compiled and analyzed to determine the need for facilities and equipment for specific vocational programs throughout the State. In contrast, the present follow-up study has used a qualitative research method. By means of relatively unstructured telephone interviews with a selected sample of community colleges, extensive information was elicited from those interviewed regarding their experiences in securing support from business and industry for their vocational programs. This information was then analyzed to extract successful strategies which might prove fruitful to others. Because an excellent strategy is independent of the number of colleges who may have used it, the qualitative method was deemed more appropriate for this study.

ABOUT THE AUTHORS

Lois A. Callahan is President of the College of San Mateo where she also served as Dean of Instruction and Director of Cooperative Education. In addition she served as Dean of Occupational Education at San Jose City College and on the Governor's Task Force on Vocational Education and Training. Her leadership in occupational education has resulted in a great demand for her services as a consultant, panelist, and speaker for professional associations and policy planning groups. She is currently serving on the Coalition for Occupational Education, the California Community Colleges Advisory Committee on Telecommunications, California Legislature's Education Advisory Council to the Joint Committee on Science and Technology, the Ad Hoc Committee on Energy Education co-sponsored by CCC and Pacific Gas and Electric, and Board of Directors of the California Association of Community Colleges.

Gertrude M. Steele was an employee of the San Mateo County Community College District for 29 years, serving as Assistant to the President for many years before her retirement. Since that time she has continued to work on research projects as an independent contractor. Her community college research includes studies of College of San Mateo vocational programs such as Aeronautics and Nursing and a study of "The Mature Woman Student at Skyline College (ERIC ED 129 367)." She also compiled the data for the "1982 Statewide Vocational Education Study" conducted by the Commission on Vocational Education of the California Association of Community Colleges.

SECURING BUSINESS AND INDUSTRY SUPPORT FOR COMMUNITY COLLEGES

A FOLLOW-UP STUDY on the 1982 STATEWIDE VOCATIONAL EDUCATION STUDY

Introduction and Purpose

In 1982 a statewide study by the Commission on Vocational Education of the California Association of Community Colleges demonstrated a serious need throughout the State for facilities and equipment to upgrade community college vocational programs. Because changes in sources and amounts of funding for community colleges resulted in cutbacks in many programs, the need for new sources of funding arose, and a widespread belief developed that more support for community college vocational programs could properly be sought from private business and industry.

In the original study colleges indicated programs which had been successful in securing funds from business and industry. A follow-up study to explore the methods they had used, proposed by the president of the College of San Mateo to the Association of California Community College Administrators (ACCCA), was approved and awarded a grant.

The intent of this follow-up study was to collect data from a sample of successful colleges and to isolate those strategies which had proved useful to them and which might prove useful to others in securing financial support from business and industry for community college vocational programs

Method

To select a sample to be interviewed, programs for which colleges had reported success in securing funds were identified from the original computerized data. Two programs had received $100,000 or more; four had

received between $50,000 and $100,000. These six programs were included in the sample. Of the thirty programs which had reported receiving between $10,000 and $50,000, ten were randomly selected for inclusion. An additional program was added to the sample after a newspaper item appeared which noted that the college had recently received a large donation. Finally, when a college was contacted, an attempt was made to include programs other than those mentioned in the original survey which had received more recent donations.

A list of questions was devised to use as an interview guideline, and an attempt was made to interview persons who had completed and signed questionnaires for specific vocational programs for the original study. However, because of many personnel changes in the interim between the original and the follow-up study, it was often necessary to modify questions and to talk to vocational deans, deans of instruction, or other college personnel about their college's more recent acquisitions. Although this necessity modified the original design of the study, it allowed for inclusion of more recent data about additional programs. The guideline questions and the colleges and programs included in the survey are listed in the appendix.

By means of telephone interviews, critical incident data was collected from a number of colleges which had been successful in securing funding from business or industry for one or more of their programs. Personnel from several companies were also interviewed by telephone to verify or augment the findings from colleges.

Data from all interviews were analyzed with a view to selecting those strategies frequently used by colleges which appeared to result in successful solicitation of funds from business and industry for vocational programs.

Summary of Findings

Telephone interviews with college participants revealed that interpretations varied with regard to the question in the original study about how much "dollar support from business or industry" a program had received

during the 1981-82 school year. Some thought of business or industry support in terms of college use of hospital clinical facilities for programs such as respiratory therapy. One college considered its use of a 3,000-acre park for its park management programs as representing more than $100,000 in support. Others thought in terms of donated scrap materials or used equipment for programs such as aeronautics or automotive technology and expressed a belief that their programs depended for survival upon their abilities to "scrounge."

Although "dollar" support was largely conceived in terms other than money, most agreed that there was "a lot of wealth out there" in the community and that it was a legitimate as well as necessary activity for colleges to attempt to tap it for programs that would benefit the company and the community as well as the students. Although there were almost no formal procedures for doing so, a number of informal procedures had proved successful. There was general agreement on the following (not listed in order of importance):

1. Most support from business and industry for college programs resulted from long-term relationships with the donor business or industry. These relationships, often initiated by an individual faculty member or head of a program, had been built up over many years of interaction.

2. Despite the above, some donations had resulted from relatively recent contacts or events. For example, one college had received a large donation of equipment shortly after the college president's speech to the California Engineering Association; a company representative impressed by the speech had subsequently called the college offering help; the entire process had taken only a month before receipt of a sizable donation of equipment.

3. Successful colleges made great use of their community advisory committees, carefully choosing members who would be in the best position to aid the program, consulting them about the best way to train students who would eventually be employed by their companies, keeping them informed about program equipment and facility needs, and

benefiting from their ability to provide an informal network of communication with local businesses and industry. One college reported that 90 percent of donations they secured from business and industry originated from contacts with advisory committee members. One suggested that an annual review of program needs should be discussed with advisory committee members.

4. Successful colleges capitalized on an internal team approach. They considered it important for someone within the college community to know someone in the targeted company. Faculty members were encouraged to develop relationships with members of companies who employed their students or from whom they purchased equipment. As one person put it, "donations are often made to an individual rather than to a program." College personnel should also work with a specific person or persons within the company. Of equal importance was the need to keep the administration informed. An initial contact by a faculty, administrative, staff, or board member communicated to management could then often lead to a formal process of solicitation.

5. Colleges who were enthusiastic about their successes stressed that they had "an active faculty" who were eager to work with business and industry. Success required not only dedication from the entire college community to the concept of pursuing aid from business and industry but a strong commitment from the top, i.e., the administration and the board.

6. Successful colleges publicized their vocational programs locally and statewide.

7. Successful colleges developed a "pro-business" attitude and worked to "get businesses to buy into the college process." When businesses were actively involved with college programs, the likelihood was greater that they would be interested in donating. It was considered important for the college to "follow through" when joint plans were under consideration and to consider the viewpoint and needs of the particular business with whom they were dealing.

8. Successful colleges were careful to give proper recognition to companies and to point out to donor companies the reciprocal role played by the college. As one person put it "begging won't do, you must show what the payoff is for the company." And "you must appeal for aid from those companies who will benefit from particular college programs." For example:

   a. The program trains future employees for the company or perhaps trains their customers, e.g., on word processing equipment. The company will benefit if the college is in a position to train the best possible technicians for them, and in order to be able to do that the college must have the most up-to-date equipment possible.

   b. Manufacturers can benefit when their employees have trained on their own equipment, thus donations of equipment to the college may prove of special value to the company.

   c. Recruiting costs are diminished when the company employs former students through their contacts with the program or the college.

   d. Donations to the college may result in a company's getting a tax break.

   e. The college may provide opportunities for research which would be of benefit to the company.

   f. The college may be in a position to offer seminars, workshops, or courses for the present employees of the company.

9. Successful colleges kept track of vocational program graduates and former students, many of whom were employed by local companies and large corporations. Former students could let the college know when a company was retiring equipment which it might be willing to donate to the college. Former students could often supply the name or position of the person within the company the college should contact for help or could themselves act as an avenue of approach to the

company. Methods of keeping track of former students included establishment of alumni clubs, circulation of newsletters to former students, and student follow-up studies.

10. Successful colleges encourage participation by members of the college community in service clubs, conferences given by manufacturing firms, equipment demonstrations and exhibitions, and meetings where they could talk to representatives of local businesses or national corporations. In this way, they might learn about equipment a company might be willing to donate and have an opportunity to inform company representatives about college programs and their needs. Program personnel often worked closely with local dealership of large corporations. Chambers of commerce were mentioned as sources of aid.

11. Successful colleges made an attempt to know as much as possible about the targeted company, to be familiar with its catalog, and to make their requests specific (your model XYZ would be ideal for our program). An attempt was made to watch the market in order to become aware of equipment which might be scheduled for phasing out; in such a case the company might be willing to donate the equipment to the college. As a possible first contact the company officer in charge of equipment was mentioned. In large corporations, first contact might be the local representatives of the firm, followed by the national sales manager and the marketing manager.

12. Equally important was to let companies know the needs of the program. One college was considering publishing a yearly catalog of needs to be circulated to local businesses and industry.

13. VEA or other funds were sometimes used to start a process with a company, then price reductions were negotiated or donations solicited. As one person put it, "It often takes money to make money."

14. Many hours of staff time were needed for success. Colleges expressed the need for a person to devote half- or full-time to this pursuit and the

need for a skilled person to write formal proposals for funds when that stage of solicitation was reached.

Telephone interviews with private business and industry personnel largely confirmed the above findings. Companies become aware of college program needs from their own employees who are connected in some way with the college (advisory committee members, part-time teachers, former students) or from an attempt on the part of the college to contact the company. At any rate, they felt it was important for the college to let the company know what their specific needs were.

The college should know as much as possible about the company and its various departments. Some companies publish guidelines for application for funds for educational programs; in such cases it is important for the college to make formal written requests which are "precise, concise, and include specific learning goals for use of the company's equipment." Although some corporations provide funding for model vocational projects across the country, competition is stiff.

Some companies match employee donations to colleges. Because employees who donate to colleges are often former students, alumni clubs often play a role in this type of acquisition.

Colleges seeking used or new equipment donations should make an attempt to contact the "right" person within the organization. Decision-making in large corporations is often decentralized, and applications which go to headquarters are often lost in the shuffle of competition with thousands of others. Instead, the college should familiarize itself with local representatives and contact the person in charge of the particular equipment. If the college has not yet established a contact with the company, a good place to begin is with the Community Relations Department which should be able to direct the request to the proper person or department.

In summary, success in securing donations from business and industry for vocational programs depends on many hours of college staff time

devoted to the effort; faculty, staff, and management working together as a team; staff participation in community activities; the help of former students and community advisory committees; intimate knowledge of targeted businesses; informing business and industry about college programs and the reciprocal roles they played; and in keeping business and industry apprised of specific program needs. Above all, success depends on commitment from the top, patience, persistence, and imagination.

APPENDIX

1. Suggested Questions for Interviews
2. Study Sample: Colleges, Programs and Persons Contacted
3. Business and Industry Sample

SUGGESTED QUESTIONS

After a short explanation of the background and purpose of the study the following questions were used as a guideline:

"According to the questionnaire that you submitted for your _____ _____ program, you received funding of approximately _____ from business and industry for (facilities/equipment)."

1. Can you give me a more exact figure?
2. Was the donation in the form of cash or in some other form such as equipment?.
3. If equipment, was it what you asked for and was it usable?
4. Can you tell me the name(s) of the company(s) who made this donation?
5. Was the donation from a national, statewide, or local organization?
6. Did you solicit a particular company for help? And, if so, how did you decide on what company to ask.
7. What has your relationship with the donor organization been? Long term? Short term? Do you train students as future employees of the company?
8. Who initiated the request? Did it start with a perceived need?
9. What procedures were used to enable you to reach a successful completion? How long did it take?
10. If you were to do it again, what would you do differently? That is, what did you learn that would be helpful in getting future donations?
11. What suggestions would you make to other colleges who are attempting to secure business and industry support?

STUDY SAMPLE
COLLEGES, PROGRAMS, AND PERSONS CONTACTED

COLLEGE OF ALAMEDA
- Aviation Maintenance
- Auto Mechanics
  - Dr. Edna Froehlich, Acting Dean of Instruction
  - Jim Naugel, Aviation

EVERGREEN COLLEGE
- Drafting
  - Robert Kress, Drafting instructor

FOOTHILL COLLEGE
- Respiratory Therapy
- Radiologic Technology
- Semiconductor Proc.
  - Dr. Robert Kingson, Former Dean of Instruction
  - Dr. Bernadine Fong, Dean of Instruction
  - Fred Critchfield, Associate Dean of Instruction

FRESNO CITY COLLEGE
- Automotive Technology
  - Leo Takeuchi, Associate Dean of Instruction, Technical & Industrial Division

GROSSMONT COLLEGE
- Cardiovascular & Pulmonary Tech.
  - Dr. Dellegar, Instructor, Cardio. & Vasc. Tech.

HARTNELL COLLEGE
- Construction Technology
  - John Totten, Associate Dean, Occupational Education

LOS ANGELES HARBOR COLLEGE
- Computer Technology
- Automotive Technology
  - Dr. Mary Stanley, Coordinator, Occupational Education

MODESTO JUNIOR COLLEGE

Agricultural Mechanics

Poultry

Dr. Stan Hodges, Chief Instructional Officer

OHLONE COLLEGE

Electronics

Dr. Hector Cordova, Dean, Arts & Sciences

RIO HONDO COLLEGE

Auto Mechanics

Welding

Clarence Bolin, Chairman, Technology Department

Tom Huffman, Former Chair., Technology Department

Pam Gerber, Project Specialist

SACRAMENTO CITY COLLEGE

Aeronautics

Word Processing

Data Processing

Machine Technology

Dr. Norval Wellsfry, Assoc. Dean, Occupational Educ.

SAN BERNARDINO VALLEY COLLEGE

Fire Technology

Harry Smith, Assist. Dean, Occupational Education

L. E. Temby, Fire Technology Coordinator

CITY COLLEGE OF SAN FRANCISCO

Industrial Technology

Hotel and Restaurant Management

Shirley Kelly, Dean of Instruction

Linda Squires, Dean of Instruction

SANTA ANA COLLEGE

Graphic Design

Burt Peachy, Dean of Fine & Performing Arts

Jim Bears, Assistant Dean of Science

Kathy Lusk, Dean of Vocational Education

SANTA ROSA JUNIOR COLLEGE

Electronics

Allene Hankla, Assist. Dean, Occupational Education

Henry Gronroos, Assoc. Dean, Occupational Education

WEST VALLEY COLLEGE

Park Management

Thomas Smith, Coordinator, Park Management Dept.

BUSINESS AND INDUSTRY SAMPLE

APPLE COMPUTER

D. Lewin
Mark Vermillion, Community Affairs
Patty Barrus, Education Foundation

HEWLETT PACKARD

Chuck Ernst, Video Equipment
Emery Rogers, Gifts
Tony Napolaton, Manager of Local Gifts

IBM

Gary Burke, Manager, Community Relations
Don Thomas, Technical Gift Programs for Colleges and Schools

VARIAN ASSOCIATES

Rolf Horn, Director of Corporation Contributions

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